

**Psychology 370**  
**Infancy & Childhood**  
**Moravian College**  
**Fall 2008**

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**Instructor:** Dr. Michelle Schmidt  
PPHAC 230  
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**Class Time:** TR 10:20-11:30

**Office Hours:** TR 9:00-10:10, T 11:30-12:30  
My door is usually open; if I can help you, just stop by.

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**Course Goal**

Child Development is designed to understand the development of the child from the prenatal period through preadolescence. Emphasis will be placed on understanding current issues in social, emotional, and cognitive development. Topics to be discussed include, for example, emotions, attachment, sex role formation, and peer relations. Theory, methodology, and empirical evidence will guide the examination of these topics.

**Specific Course Objectives**

1. To stimulate critical thinking about complex theoretical and methodological issues within the subdisciplinary context.
2. To promote the oral expression of critical thinking on issues of theoretical and methodological importance.
3. To engage students in the process of collaborative learning with their peers through discussion both inside and outside of class.
4. To instill an appreciation for and understanding of the methods and content of empirical inquiry in developmental psychology.
5. To impart more advanced skills in scientific writing within psychology.
6. To use your developing expertise in child development to serve the local community.

## **PART 1: THE BASICS...READINGS AND ASSIGNMENTS**

### **REQUIRED READINGS**

Junn, E. N., & Boyatzis, C. J. (Eds.). (2008). *Annual editions: Child growth and development (08/09)*. Connecticut: McGraw-Hill/Dushkin.

Lowry, L. (1994). *The giver*. New York: Bantam Doubleday Dell.

Shaffer, D. R. (2005). *Social and personality development*. US: Wadsworth Thomson Learning.

### **GRADES**

#### **Conference Sessions**

- Class Participation in Conference Sessions  
24 students...discussion leaders in triplets...a trio of discussion leaders each discussion day...8 student-led discussion days @ 10 points each...minus 1 leading day...  
70 points
- Conference Session Leader  
40 points
- Handout (each discussion leader needs to create one)  
10 points
- Online discussion questions (A grade of 0 will be assigned for the appropriate number of discussion days if 3 questions are not posted by midnight the night before discussion—you must do this for 5 of 8 discussion days.)  
(up to -50 points)

#### **Investigative Reports**

- Report Grade  
100 points
  - Quality of group work 15 points (this portion of the points will be assigned to all members of the group)
  - Quality of individual work 85 points (assigned based on individual's project...quality of information, presentation, writing, etc.)

#### **Exams**

- Midterm Exam  
100 points
- Final Exam/Book Analysis  
100 points  
(Note: Absence on the day of our book discussion of *The Giver* will result in a 20 point deduction on the book analysis/final exam)

#### **Culture & Context Paper Due**

- Paper in response to Age 7 & Age 14 in America  
25 points

#### **Service Projects (12-15 hours)**

- Participation in 1 service project off of our “a la carte” menu (specific requirements will be distributed separately, but those requirements will be binding just as a syllabus is...)  
50 points
- Reaction/reflection paper with log of hours (2-3 pages)  
25 points

Certain projects may be eligible for extra credit if they far exceed the 12-15 hours of commitment. Extra credit hours and plans must be arranged with and approved by the instructor before October 21.

**Note: The instructor reserves the right to use qualitative judgment when assigning grades throughout the semester and for final grades—this means grades can be adjusted upward or downward.**

## **PART II: COMPONENTS OF THE COURSE**

## **1. Participation in our Learning Community**

Infancy and Childhood is an advanced course in psychology which requires active discussion and contributions from each member of the class. The course will be greatly enhanced if we can benefit from each participant's experiences, thoughts, and opinions.

For the most part, we will follow a standard structure each week of the semester. Each week will bring one broad topic relating to child development. One day will be devoted to an interactive lecture, and the other will be devoted to student-organized discussions about a subtopic relating to the week's larger topic.

Class participation is required in every class—please note the grading system for participation in conference sessions and the policy on attendance (see below). Grades for participation will depend on both the quantity and the quality of your contributions. If you are not in class, you cannot participate and your participation grade for that class will be a zero. Students will complete a self-evaluation of their participation for each discussion day. If at any time you would like to discuss your level of participation, please feel free to come and see me.

## **2. Conference Sessions**

Eight of our class meetings will be devoted to a conference-style discussion of one or two readings that serve to bridge the gap between principles and theories and the real world. The goal of these conference sessions is for you to enrich your understanding and appreciation of developmental theory as it relates to applied issues. The assigned readings present “hot topics” in child development related to the week's topic. These readings are intended to stimulate critical thinking and promote class discussion.

Our “Conference Days” will include trios of discussion leaders who will lead different parts of the conference session. As discussion leaders, your job is to work with your partners to organize the conference session around issues such as the identification of the question of interest and the importance of that question to the field of child development; implications of the information presented in the article; and discussion of directions for future research or policy or practice that follow from the readings. Discussion leaders will each work with a third of a class then bring the class together for a thoughtful final discussion (specific time allotments are up to the trios).

TIPS: The goal is to facilitate discussion of the assigned readings—do NOT give a presentation; do NOT ignore the substance of the readings; DO know the content of the articles; DO challenge your classmates; DO have questions prepared for the class; DO keep us engaged!

HANDOUT: Each discussion leader should prepare a list of questions/topics for discussion on their article.

ONLINE QUESTIONS: Each student must post 3 questions, based on the readings, for discussion on Blackboard by midnight the night before our discussion day. Failure to post questions for 5 of 8 discussions will result in a 0 for discussion for the appropriate number of days that did not have questions.

## **3. Investigative Reports**

This semester's research paper will involve groups of students working to collect information on an assigned topic. Students will collect information and share that information with their group members, while working individually on a literature review related to the topic. Separate guidelines will be distributed for this assignment.

Note: These projects will require that you work continuously throughout the semester. The assignment of topics will take place during the first and second weeks of the semester. Each group will turn in a “progress report” at which time you should have made significant progress on your literature reviews and contact lists.

## **4. Midterm and Final Exam**

You will have two exams during the semester—a midterm exam and a final exam. The midterm exam may consist of multiple choice, term identification, short essay, true/false items. I will provide an overview of the exam in advance. The final exam will be a take home exam and will be structured around the book, The Giver (see below).

## **5. Book Club and Final Exam**

The Book Club selection for this semester is The Giver by Lois Lowry. The Giver received the 1994 John Newberry Medal for the most distinguished contribution to American literature for children. The book explores a utopian world through the eyes of a 12-year old boy named Jonas. Through Jonas's experiences, and those of his family and community, the reader is exposed to concepts of child development, including influences of the family and one's culture. Students will read this book, complete a book analysis that will be the final exam, and engage in a class discussion of the book. Detailed guidelines for the Book Analysis (Final Exam) will be distributed near the end of the semester.

## **6. Culture & Context Paper**

This is an informal paper that identifies cultural and contextual observations from Age 7 in America and Age 14 in America. I would like you to first create a list of observations (bullet points with detailed statements are fine...at least 10 bullet point observations, please) from Age 7 in America that focus on issues of "cultural" and "contextual" differences that are at work in the children's lives. THEN, in a separate bulleted list that corresponds to the first list, indicate ways in which the cultural and contextual factors that you observed in Age 7 held true (or not) in predicting the children's lives at Age 14.

## **7. Days of Service**

We will have several service projects available at the Bethlehem YMCA for students to complete in groups of approximately 3-5 students. Students will sign up for projects during the first week of class. Once students sign up for their date, they will plan an appropriate activity for the kids. The specific planned activities will need to be planned and approved by Dr. Schmidt and the Director of Childcare at the YMCA. Activities may include sports activities, arts and crafts, reading sessions, etc. Kids at the Y range in age from infant to adolescent...so there will be lots of possibilities! Service hours should add up to approximately 12-15 hours over the course of the semester. You are required to keep a specific log of all meetings and time devoted to the service requirement. These logs should be turned in with your final reflection paper which reports on your project and progress.

## PART III: CLASS POLICIES

### **Attendance Policy**

As Moravian College's Attendance Policy in the Student Handbook states, "students are expected to attend classes regularly." If you have an unavoidable situation that prevents you from being in class, please advise the instructor before the class meeting. Excused absences will require appropriate documentation (e.g., doctor's note). Otherwise, your attendance will be expected. Excessive absences, meaning more than two, will result in a 3-point deduction per absence on the final average. Remember, on discussion days, you will get a 0 for participation. If you are absent, it is your responsibility to get missed material from a classmate.

### **Academic Integrity**

The Policy on Academic Honesty (Student Handbook, 2006-2007) states, "Moravian College expects its students to perform their academic work honestly and fairly." Therefore, students are expected to be honest in all matters pertaining to this class, without exception.

Put simply: **If you are caught cheating, you will receive a failing grade. All situations of academic dishonesty will be reported to the Academic Dean's Office. Taking summaries from sites such as SparkNotes and using them in a paper is considered plagiarizing. If they are not your thoughts and ideas and you present them as such, then it is plagiarism.**

**All work submitted for evaluation in this course must be original work. It may not be "borrowed" from another student, a printed source, or online source without proper credit as outlined by the APA Manual (5<sup>th</sup> ed.) (available in the Reference section of Reeves Library). Please note that no part of your assignments may be shared with other students in this class or with students in future classes, and you may not refer to papers from previous classes. All papers submitted for this class must be original work completed to meet the requirements of this class. **Psychology 211 is a prerequisite for this class, and thus, you are expected to know APA style for citations and references.****

Students may not plagiarize. The Moravian College Student Handbook states, "[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source." Failure to do so is plagiarism, a major form of dishonesty. Specific procedures for attribution for this course are outlined in the APA Publication Manual (5<sup>th</sup> Ed.) (three copies available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. **Students must turn in copies of all sources used for papers and are expected to "keep all notes, drafts, and materials used in preparing assignments until a final course grade is given."** A student judged to have violated the policy on academic honesty will receive a grade of zero for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the office of the Academic Dean.

Note: You are responsible for reading the Student Handbook as well as this syllabus, and for adhering to all outlined policies.

### **Late Papers**

A 10-point deduction will be applied for **each partial or full day** the investigative report is late, beginning at the start of class (10:20)—no exceptions...not even "my printer wouldn't work," "my computer broke," or "the computer didn't save it." Back up all your files...save to the server...save to disk...**SAVE EARLY AND SAVE OFTEN**. If there is a printer problem and you are minutes from the start of class, email me the finished document as an attachment (before class) and then get me a hard copy ASAP after class. If I cannot open the attachment, late deductions will apply (I do not have the latest version of WORD). This policy applies to all papers for this course.

Shorter papers...Culture paper and Service paper...will get a 10-point deduction for the first partial day late (10:20 until midnight), and then will not be accepted.

If you turn in a paper late, you know the policy...do not tell me it is unfair if you get deductions. Plan ahead and get your papers in on time.

### **Service Projects**

Once you sign up for a service project during the first week of classes, you will be held responsible for contributing to the successful completion of that project. Failure to do so will result in a forfeiture of the 50 points for participation and the corresponding reflection paper, and a deduction of 5 points on the final course grade.

If you do not want to participate in service, you may do an extra 10-12 page research paper, arranged with the instructor. You must arrange for this option during the first week of classes, after that time, there will be no exceptions to this course requirement.

### **Make-up Exams**

The standard policy for this course is no make up exams. In the event of extraordinary emergencies (with documentation), a student will take a make up exam that is a different version than what the class takes and it will be taken at the earliest possible time, to be determined by the instructor.

### **Learning Services Office**

The Learning Services Office “provides assistance to students who are experiencing academic difficulties” (Student Handbook, 2003-2004). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street.

**THIS COURSE REQUIRES A LOT OF TIME, ATTENTION, AND PLANNING. BE SURE TO ANTICIPATE DEADLINES AND DUE DATES SO THAT YOU CAN PACE YOURSELF THROUGHOUT THE SEMESTER. SOME WEEKS MAY REQUIRE FEWER HOURS THAN OTHERS, SO SPREAD OUT YOUR WORK ACCORDINGLY.**

## PART IV: SCHEDULE

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
<u>Week 1</u>		
8/26	Introduction to Course	
8/28	Miscellaneous Business and Service Assignments	
<u>Week 2</u>		
9/2	Questions/Controversies & Research Methods	Chapter 1
9/4	Theories in Developmental Psychology	Chapter 2
<u>Week 3</u>		
9/9	More Theories (class will end at 11:15)	Chapter 3
9/11	Conception & Prenatal Development <b>SERVICE PLAN/COMMITMENT FORM DUE</b>	handout
<u>Week 4</u>		
9/16	Conference Session 1: Sex Selection & Infertility	AE 1, 2, 34
9/18	Emotional Development & Temperament	Chapter 4
<u>Week 5</u>		
9/23	Conference Session 2: Resiliency	AE 5, 12, 13
9/25	Attachment <b>PROGRESS REPORTS DUE FOR GROUP PROJECTS</b>	Chapter 5
<u>Week 6</u>		
9/30	Conference Session 3: Preschool	handouts
10/2	Self & Social Cognition	Chapter 6
<u>Week 7</u>		
10/7	No Class-Fall Break	
10/9	Sex and Gender	Chapter 8
<u>Week 8</u>		
10/14	Conference Session 4: Boys, Girls, & Socialization	AE 11, 16, 17
10/16	<b>MIDTERM EXAM</b>	
<u>Week 9</u>		
10/21	Aggression (in class: segment from ABC News)	Chapter 9
10/23	Conference Session 5: Kids Out of Control	AE: 18, 22, 24
<u>Week 10</u>		
10/28	The Family (in class: segment from ABC News)	Chapter 11
10/30	Conference Session 6: Parenting	AE 20, 21, 31
<u>Week 11</u>		
11/4	Age 7 in America <b>INVESTIGATIVE REPORTS DUE</b>	
11/6	Schmidt Out of Town—GOOD DAY FOR SERVICE WORK!	

Week 12

11/11 Age 14 in America  
11/13 Discussion: Lessons from Ages 7 and 14 in America  
**CULTURE & CONTEXT PAPER DUE**

Week 13

11/18 Peers Chapter 13  
11/20 Conference Session 7: Peer Issues & Challenges AE 14, 15, 19

Week 14

11/25 Conference Session 8: Growing Up Too Fast? AE 29, 30, 32  
**SERVICE REFLECTION PAPERS AND LOGS DUE**  
11/30 Happy Thanksgiving

Week 15

12/2 Service Project Discussion/Recap  
12/4 Discussion of The Giver  
**TAKE HOME FINAL EXAM DUE**

Week 16

12/9 Catch-up, Wrap-Up, Evals, etc.

Note: Readings may be added or deleted over the course of the semester. Students will be notified of any changes at least 1 week in advance.



## COMMUNITY-BASED INVESTIGATIVE REPORTS

**Each student will complete a research project that is part group-produced and part individually-produced. Four students will be assigned to each group and the students will work together to collect data on services available in the Lehigh Valley. The students will pool together the information they gather and will use that information to write a larger individual research paper.**

### TOPICS

**Group 1. Prenatal Care.** What options are available to expectant parents? Be sure to research what is available and/or promoted to both low and high(er) SES groups. EACH PERSON IN THE GROUP SHOULD LOOK INTO A DIFFERENT SOURCE—E.G., INTERVIEW AN OB/GYN, GO TO PLANNED PARENTHOOD, TALK TO A LOCAL HIGH SCHOOL, ETC.

**Group 2. Birth Options.** Very literally, how do people have babies around here? What are the options—natural childbirth, doulas, midwives, hospitals, home birthing? EACH PERSON IN THE GROUP SHOULD FIND A DIFFERENT LOCATION AND/OR APPROACH TO BIRTH AND INTERVIEW PEOPLE TO DISCUSS WHO THEY TYPICALLY DEAL WITH AND WHAT ARE THE PROS/CONS OF THE APPROACH.

**Group 3. Daycare.** What is the state of daycare in the LV? What is the range of services available—e.g., cost, hours, etc? Who do they serve? Are they accredited? EACH PERSON SHOULD GET INFORMATION ON A DIFFERENT CHILDCARE CENTER IN THE AREA AND LEARN EVERYTHING THEY CAN ABOUT THE CENTER AND WHAT IT OFFERS—CHOOSE CENTERS THAT SERVE DIFFERENT POPULATIONS.

**Group 4. Community Programs.** What community programs are available for children in the area? One example is Big Brothers/Big Sisters. Who do the programs target—describe this specifically? EACH PERSON SHOULD IDENTIFY AND INVESTIGATE A DIFFERENT COMMUNITY PROGRAM AND GATHER INFORMATION ON WHO THEY SERVE, WHAT THEIR PHILOSOPHY IS, ETC.

**Group 5. Social and emotional support.** To what extent do schools provide social and emotional support to students? Here, I recommend contacting local guidance counselors at different schools and interviewing them about the support structure in place for children. EACH PERSON IN THIS GROUP SHOULD CONTACT A DIFFERENT SCHOOL—IF POSSIBLE, CHOOSE DIFFERENT SCHOOL DISTRICTS, PUBLIC SCHOOLS, PRIVATE SCHOOLS, ELEMENTARY SCHOOLS, MIDDLE SCHOOLS...MIX IT UP!

**Group 6. Religious involvement.** Investigate children's religious involvement. Look into different religious institutions and discuss with them the role they play in their congregation's children's lives. EACH PERSON SHOULD CONTACT A DIFFERENT RELIGIOUS INSTITUTION, TRY TO REPRESENT DIFFERENT RELIGIONS, TOO.

### PAPER FORMAT

Papers will be broken down into three sections (you should use these labels in your paper):

#### **Section 1: Background Literature**

Do a literature review to research your area of inquiry. You will need to find at least 10 sources that relate to your topic area. Write a review of that literature that runs approximately 4 pages in length, and which uses appropriate APA citations (with corresponding APA style Reference page).

**Section 2: Lehigh Valley Services/Information** (you may use subheadings and bullet points here, if appropriate)

Describe the data that your group collected. What services are available to people in the Lehigh Valley? Be specific in describing the information that your group collected. Although you combined information from members of your group, you can write this section of the paper alone, based on your own interpretations of what was discovered. This section will likely run approximately 3 pages.

### **Section 3: Analysis**

Compare what the literature says and what you found out about the Lehigh Valley. Provide a detailed analysis of why the services/information you found are/is appropriate. This section of the paper will likely run 3 pages.

\*\*\* Papers should not exceed 10 pages, not including Reference page(s). Be sure you are using appropriate APA style throughout. If you do not use appropriate APA style, you will receive a 3-10 point deduction on your paper grade, depending on the extent of the problems. See syllabus for policy on late papers.